**DOCUMENT RESUME**

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ABSTRACT

The instructional materials for inservice teacher education that are described here focus on five different approaches to teaching reading--phonetics, multisensory, linguistic, language experience, and sight. The program stresses that no one approach is best for all children. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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# DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

## SUMMARY INFORMATION

**Title:** APPROACHES TO READING

**Publication Date(s):** Copyright, 1976

**Intended Users:** Inservice and preservice teachers in workshops, training or individual study

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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**Grade Level(s):** Elementary

**Number:** Individual or group

**Primary Focus:** The program's purpose is to familiarize educators with five different approaches to teaching reading. The rationale and methods associated with each approach are illustrated. The program stresses that no one approach is best for all children; rather, one is best for each child.

***School subject(s) and/or inservice topic(s) covered:***

The school subject dealt with in the program is reading. The five approaches to reading covered are: the phonics approach; the multisensory approach; the linguistic approach; the language-experience approach; and, the sight approach.

***What participant does in using the materials:***

Using each filmstrip as the focal point for a session, the entire training program would cover six sessions. Each filmstrip has pre-viewing and post-viewing activities and an optional post-test.

***Resources:***

Product components are: six filmstrips (each fifteen minutes long); seven audio-cassettes, including an Introduction tape; and Instructor's Guide; ditto masters for reproduction and distribution.

***Describer critique:***

This program is very well presented. It thoroughly covers its topic; several workable approaches to teaching children to read are discussed and illustrated. The developers refrain from endorsing one approach over another, thus actively involving the viewer in deciding the merits of each approach.

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R 68 (R) Phonics, (R) Language Approach, (R) Visualization, (R) Multi-Sensory Approach TD

# 1.0 PURPOSES:

RATIONALE

The program has been developed partly in response to the long term controversy over which is, in fact, the best way to teach a child to read. The author concludes that there is "no one best method for all children, but rather a best method for each child." It is therefore desirable that educators are familiar with the major approaches to teaching reading, and are able to determine which method best suits each child.

GOALS AND OBJECTIVES

According to the author, "the purpose of the Approaches to Reading filmstrip series is to help the educator become familiar with several major approaches to teaching reading: the phonics approach, the multisensory approach, the language-experience approach, the linguistic approach, and the sight approach."

## 2.0 CONTENT — Scope and Sequencing of Topics:

The program package includes six filmstrips, seven cassette tapes, an Instructor's Guide and approximately 30 ditto masters. Program sections are described below.

Introduction to the Series: tape cassette, approx. 7 mins.. (reprints in Instructor's Guide and ditto master)

The Phonics Approach to Reading: filmstrip and tape cassette, 15 mins.; previewing and post-viewing activities; filmstrip chart; post-test; bibliography

The Multisensory Approach to Reading: (all same as above)

The Linguistic Approach to Reading: "" ""

The Language Experience Approach to Reading: "" ""

The Sight Approach to Reading: "" ""

Matching Approach to Learner: filmstrip and tape cassette, 15 mins; previewing and post-viewing activities; skills chart; learner's profile chart; post-test; bibliography

## 3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

### 3.1 Description of main inservice activities:

An inservice workshop using these materials could be conducted in six sessions, as each of the six filmstrips is self-contained. Activities have been designed to precede and follow the filmstrip, and may be selected as appropriate. Post-tests are provided, but are optimal. The last frame of each filmstrip, (a chart depicting the characteristics of each approach) is provided on ditto master for distribution to participants. Group activity, interaction and discussion are encouraged.

### 3.2 Help given in use of product:

Ditto masters provide reprints of key concepts for participants. Other than these, no texts or other materials are provided for participants.

## 4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A post-test is provided for each filmstrip. It may be used if desired, but no strict evaluation procedures are intended for use with the product.



*PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES*
*National Education Association*
*1201 Sixteenth Street, N.W.*
*Washington, D.C. 20036*

# 5.0 ORDERING INFORMATION

## 5.1 Resources required/recommended for implementing product:

Equipment needs for program implementation include a filmstrip projector equipped with an automatic advance or a projector and cassette player, for manual advance, an instructor or group leader is needed to organize the program, to lead discussion and distribute materials.

## 5.2 Distributor name/address:

Teaching Resources Corp.
100 Boylston Street
Boston, MA 02116

617-357-8446

## 5.3 Components/approximate costs:

| Component | Purchase | Rental | No. Req. | Reusable |
|---|---|---|---|---|
| APPROACHES TO READING (6 filmstrips, cassettes, guide, ditto masters) #09-110 | $105.00 | -- | 1 | yes |



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# 6.0 HISTORY OF DEVELOPMENT

## 6.1 Identification of the developer:

Linda J. Jacobs, Ed. Director, authored this series. Dr. Jacobs has been a teacher of EMR students, as well as a resource teacher, and an Assistant Professor at the University of Maryland, Special Education Department. She is founder of a company which provides the individualized instruction and support services to children with special needs.

## 6.2 How developed and when:

The program was developed through Teaching Resources, Corp., and was published in 1976.

## 6.3 Evidence of effectiveness with users:

Teaching Resources Corp. uses a non-clinical approach to field-testing their products. They maintain a panel of educational consultants, most of whom are presently teachers or have strong teaching background. The panel reviews each product and critiques it on the basis of expected inservice classroom effectiveness. Materials are then revised before publication according to the teacher/consultant imprint.

# DESCRIBER CRITIQUE

## Appropriateness / adaptability / technical quality:

The program's technical quality is very good; it is written in clear language; pictures correspond well to text; the pace is steady and thorough. The program could be used well in a variety of settings; it is appropriate for educators who are not yet familiar with all of the mechanics of the several approaches to teaching reading. Or, it is an excellent review/refresher course.

## Content accuracy/social fairness/community acceptance issues:

The author has been careful to present differing views and comments on the validity of each approach to reading. Content appears to be very well researched and accurate. The program presents a socially balanced picture; minorities are represented.

## Overall summary/comment:

The hypothesis of this program, that no one approach to teaching reading can be labeled "best", is indeed refreshing. Presently used approaches are presented objectively. Program participants are given the input they need to determine which approach is best for what child. Particularly instructive is the last session, "Matching Approach to Learner." It gives practical examples, illustrations and charts to help the teacher diagnose students' learning abilities -- and hence to determine the reading approach most likely to succeed with a particular child.

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